 **Lesson Plan Guide**

Teacher Candidate: Brittney Kirk, Jordyn Ballard, Kristen Beloate Date: 04/04/2014

Grade and Topic: 2nd grade, Math (Time) Length of Lesson: 50 minutes

Mentor Teacher: Mrs.Miller School: University of Memphis/Campus School

**UNIT/CHAPTER OBJECTIVE/GENERALIZATION/BIG IDEA**:

* This “Can You Tell Time?” lesson is part of a unit covering measurement and data. It requires understanding of telling and writing time on an analog and digital clock described in Common Core Standard CCSS.Math.Content.2.MD.C.7. It also requires the ability to count by fives.

**LESSON OBJECTIVE:**

**Content Learning Goals and Objectives**

* Given a lesson on telling and writing time, students will complete a worksheet using Word document with 100 percent accuracy.
* Given a website, students will complete telling time games with 100 percent accuracy.

**Student Participation**

The goal of this lesson is for students to demonstrate an understanding of telling and writing time on an analog and digital clock using both a.m. and p.m.

**STANDARDS ADDRESSED:**

**State/ District, Common Core Standards**

CCSS.Math.Content.2.MD.C.7  
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

**MATERIALS:**

**Materials Used**

* Computer
* Word document
* Internet Access to:
  + <http://www.youtube.com/watch?v=_SKxayr1_DA>
  + brainpopjr.com
    - <http://www.brainpopjr.com/math/time/timetothehour/preview.weml>
    - <http://www.brainpopjr.com/math/time/timetothequarterandhalfhour/preview.weml>
    - <http://www.brainpopjr.com/math/time/timetotheminute/preview.weml>
    - <http://www.brainpopjr.com/math/time/partsofaclock/preview.weml>
* Clipart

**Technology Integration**

* Students will watch a video about telling time off the internet.
* Students will use Word processing system to demonstrate their knowledge of telling time.
* Students will use Clipart to add pictures to the document demonstrating what they do at that time of day.
* Students will print their completed worksheet.
* Students will use the internet to complete games about telling time that will make them think further.

**BACKGROUND and RATIONALE:**

* Students will demonstrate a clear understanding of telling and writing time.
* This lesson is a continuation of Common Core Standard CCSS.Math.Content.2.MD.C.7.
* We will refer to the summary created here as we continue to explore the telling time.
* I am aware that the lesson will be differentiated for students who did not master the objectives and for those ready for enrichment. However, modifications are not covered in this course and are not part of this particular lesson.

**PROCEDURES AND TIMELINE:**

* **Introduction**: Kristen
* When the students first arrive, we will greet them and ask them to sit at a computer with a paper   
   clock in front of it.
* First, ask what the students have learned this week about telling time.
* Then, ask if they can tell us about the parts of a clock.
* Ask the difference in a.m. and p.m.
* **Procedures**:

**Prior to the Computer (10 minutes)- Jordyn**

|  |  |
| --- | --- |
| **Teacher Procedures:**   1. Teacher will show a video to get the students excited about telling time. 2. After the video, teacher will say a time and ask students to show the time using their paper clock. | **Student Procedures:**  1. Students will quietly watch the video at their desk.  2. The student will listen quietly to the time the teacher says, and then the student will show the time on their personal clock. |

**At the computer (30 minutes)- Brittney**

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| **Teacher Procedures:**   1. Provide students with the Word document to fill out. 2. Explain to students how to complete the worksheet correctly. 3. Tell students to print the worksheet out when they are finished. 4. Teacher gives students permission to move out to the games after completed worksheet. 5. Teacher walks around to help students if they need it. | **Student Procedures:**   1. Student visits the school weebly page to open up the Word document. 2. Student works to add the correct times to the worksheet. 3. Student adds clipart beside the times to show what they are doing at that time of day/night. 4. Student prints out the worksheet. 5. Student waits for permission to play telling time games. 6. Student plays the games until time to move on. |
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**After the Computer (10 minutes)- All**

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| --- | --- |
| **Teacher Procedures:**   1. Teacher makes sure that all students’ worksheets are printed out. 2. Teacher will lead an interactive game where the teacher will say a time and the student will show that time using their arms. | **Student Procedures:**   1. Students sit quietly until the game begins. 2. Students stand up and mimic the times said by the teacher by using their arms. |

* **Closure:**
* Students quietly wait for the teacher to call their name to line up outside.

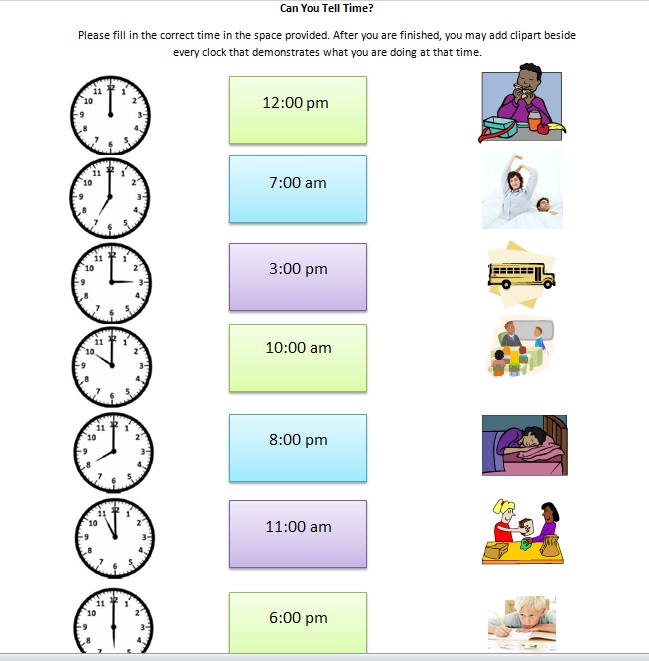
**ASSESSMENT EVIDENCE:**

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| **Criteria** | **1** | **2** | **3** |
| Correct time | The student attempted the times but missed most. | The student was correct on most times. | The student got all of the times right. |
| Clip art that makes sense | The student did not add clip art to the document. | The student added some clipart to the document or the clipart did not make sense based on the time. | The student added clipart to all times with pictures that make sense for each time. |
| Worked hard on the games provided | The student did not play games. | The student participated in games. | The student worked hard and was very interested in the games. |
| Demonstrated understanding when telling time with arms | The student did not understand the arm telling games. | The student got most of the times right when playing the arm games. | The student did a great job of telling time using their arms. |

**MODIFICATIONS:**

I am aware that modifications will be made for students who did not master the objectives and for those ready for enrichment. However, modifications are not covered in this course and are not part of this particular lesson.

**STUDENT SAMPLE:**

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